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A GUIDE FOR EXTENSION WORKERS AND COUNTY 4-H HEALTH CHAIR

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The fourth "H"

health  
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## Foreword

The 4-H program today seeks to develop the member intellectually, socially, spiritually, and physically. Health in all its aspects is fundamental.

Helping young people learn the attitudes, facts and skills for healthful living is basic to their future.

How to help them is our problem.

This booklet attempts to identify what boys and girls at different age levels need to know and do about health. It suggests ways to put health education into all Extension youth programs.

Here, too, are teaching methods and approaches to help you interest and motivate boys and girls, and some basic educational principles for developing effective community health programs for youth. And there are practical, how-to-do-it program ideas that you can pass along to your local leaders.

We hope you will find here stimulus and guidelines to help as you cooperate with the schools and others concerned with strengthening community efforts in health education.

This is a time when health education for young people is sorely needed to achieve our national goals.



By PAULINE N. BRIMHALL  
Former Health Education Specialist  
Florida Agricultural Extension Service

## *The Need for Health Education*

**W**e want to give boys and girls the knowledge and incentive to attain their highest level of health. How well each young person does this depends on his daily living practices—his “health behavior.” The attitudes, habits, and scientific knowledge a child absorbs as he grows up can set the pattern for a healthful future life.

Too few young people get good health teaching at home. And too often the community gives low priority to health studies in the schools, until problems like venereal disease, smoking and drinking spread dangerously among the youth of a community.

Health education is important in youth and throughout the life span because:

- People are living longer.
- They need to know about and make full use of the medical and health resources that are available.
- Education for individual action is basic to prevention and control of major health problems (accidents, alcoholism, chronic disease, dental disease, venereal disease, etc.).
- People need facts to resist the present barrage of high-pressure advertising aimed to induce them to buy products promising quick relief from pain and worry.
- Health is fundamental to personal happiness and economic success.

*The fourth “H”*

**Health  
for  
better  
living**



The scope of health education is constantly widening. Today it covers such areas as . . .

- The nature and control of disease
- Nutrition
- Behavioral aspects in accident prevention
- Health and medical care programs
- Selection of health products and services
- Air and water pollution
- Mental health and personality development
- Drug abuse
- Sex education
- Smoking and alcohol.

In addition, health education today must teach the individual to understand and accept his own responsibility in personal, family, community, national, and world health problems.

## What You Can Do

What you teach and how you teach it are equally important in motivating the young person toward healthful living. Does he need to change his health behavior? Then you must relate these proposed changes to his personal goals, attitudes, values, group pressures, and socioeconomic and cultural background.

Until boys and girls are convinced that health has personal value to them—in order to reach their own goals—we will have little success in getting them to care or do much about it.

The ultimate aim of 4-H health education is to help young people include in their system of values the ideas that will guide them in making wise day-to-day personal choices in health matters. This demands the best efforts of all who work with youth.

You can do these things:

- Find and train 4-H health leaders to work with youth.
- Be alert for opportunities to fit health education into other 4-H projects and activities. (See p. 9.)
- Work closely with the schools, medical, dental, public health, and other groups concerned with youth. *A coordinated school-community effort is one of the greatest needs in the health field today.*
- Open “doors” to hospitals, nursing homes, other agencies where youth may serve as volunteers.
- Include young people in planning health programs—4-H Extension, or community.
- Help leaders and youth choose special projects that tie in to countywide health planning.

- Use new and imaginative approaches to reach larger numbers of boys and girls, particularly those in the lower socioeconomic groups.
- Help leaders obtain teaching materials, booklets, films, and resource people.

## The Big National Health Problems Among Youth

The health problems of youth are real and demand action now. Outlined below are the leading national problems. Can you find the most pressing health needs among the youth in your own county? Youth can help you.

### ACCIDENTS

*Accidents are the leading cause of death among children and youth.*

Accidents cause about 45 percent of all deaths among children 5 to 14. Among young people 15 to 24, accidents kill  $7\frac{1}{2}$  times more than the next leading cause—cancer. Most of the victims in this older group—4 out of 5—are boys and young men.

There are far more injuries than deaths. In one recent year, there were 11,485,000 injuries to children 6 through 16, causing a loss of 10,486,000 days of school.

Most non-fatal accidents among children under 15 occur in or about the home. After 15, more young people are injured outside the home, mostly by motor vehicles.

*Motor vehicle accidents*—With the recent upsurge in numbers of new drivers, motor vehicle deaths have increased. More and more teenagers are receiving a driver's license on their 16th birthday. Many buy cars of their own as soon as they get that license. Families in almost every community know the personal tragedy of a traffic accident involving teenagers.

Driver education helps. Research has shown that teenagers with driver education have one-third to one-half fewer traffic accidents and violations than the untrained. Even so, young drivers (15 to 24) have the highest accident rate as drivers and the highest death rate as victims—almost twice the average death rate for the entire population.

### ***What is the situation in your county?***

- How many accidents occurred last year?
- Where did they occur? What were the leading causes?
- What is the injury rate among teenagers as compared with other age groups? In your county? In your state?
- What system has been established for reporting injuries?
- What is the county Extension Service doing to help youth learn to avoid accidents?

## **NUTRITION**

The eating habits and nutrition of many boys and girls need improvement. Education can help.

Surveys of food habits show that youth often have poor diets. The older the child, the poorer the diet. More girls than boys need improved diets. In "poor" diets there are two-thirds or less of the nutrients recommended by the National Research Council. Too many teenagers get too little calcium, vitamin C, and vitamin A.

Teenagers are poorly fed because they skip breakfast, they drink too little milk, they choose snacks unwisely, and they fear getting fat.

Overweight is a problem with many teenagers, affecting their physical health, self-confidence, and relationships with others. All too often they follow fad diets that create worse nutritional imbalances. Few realize that overweight usually comes from too many calories and too little activity.

The poor dietary habits of teenage girls are especially serious because of the increasing number of early marriages and teenage mothers. This age group suffers a relatively high incidence of difficult labor and premature births.

### ***What is the situation in your county?***

- What surveys have been made of the nutritional needs of youth and families?
- Are boys and girls taught nutrition in school? Through other groups such as 4-H?
- Do the schools have lunch or milk programs? How many boys and girls take advantage of them?
- Are soft drinks replacing milk or fruit juice in teenagers' diets?
- Are nutritious refreshments served at 4-H Club meetings?
- How is Extension teaching better nutrition to 4-H and other youth?

## **DENTAL DISEASE**

Dental disease is the most common health problem among children and youth today and has far-reaching effects.

Tooth decay starts soon after the "baby" teeth appear and increases with age. Half of all 2-year-old children have one or more decayed teeth. The average 16-year-old has seven decayed, missing, or filled teeth. Some have a great many more. By age 40, the average adult has lost half his teeth.

Up to age 30, most teeth are lost by decay. After 30, more are lost because of diseases of the gums. Gingivitis, an early stage of periodontal disease, is being seen in more young people each year.

Malocclusion—failure of the upper and lower teeth to meet in a normal bite—is common. As many as half of all children have or will develop malocclusions. One out of five of these will be severe and disfiguring.

Half the children under 15 in this country have never been to a dentist.

### ***What is the situation in your county?***

- Do boys and girls get dental health instruction?
- Do public water supplies contain the recommended level of fluoride to reduce dental decay?
- How many dentists and dental hygienists are there in proportion to the population?
- How are your 4-H Clubs promoting better dental health?

## **SMOKING AND ALCOHOL**

Young people today appear to be smoking earlier; many start between the ages of 10 and 15. About one out of three high school seniors smokes. In some communities the estimate is one in two. More boys than girls smoke, and the number of smokers increases with each year in high school.

Studies show that high school students who are less active in social activities and sports, and have poorer grades, are more likely to smoke, and smoke more than their classmates.

Youth should be encouraged to know the scientific facts about smoking before they acquire the habit.

In some communities, 6 out of 10 young people use alcohol; in other places only a minority are users. Studies indicate that the majority of young persons will have experimented with alcoholic beverages before they graduate from high school. Many of the motor vehicle accidents involving teenagers are directly related to the use of alcohol.



The nature and magnitude of these hazards point up the need for education to make youth more aware of the hazards associated with excessive use of tobacco and alcohol.

#### ***What is the situation in your county?***

- Have there been surveys to determine the smoking or drinking habits of students, and parents' attitudes and habits?
- Do the schools provide scientific facts?
- What information is 4-H giving youth about the hazards?

### **PROBLEMS OF GROWING UP**

Adolescence may bring stress—physical, emotional, mental, and social. Rapid growth during this period can present health problems such as: skin disorders; proneness to accidents and injuries; sex adjustment; emotionally-induced illnesses; overweight; fatigue and poor posture. There is a tendency to consider these problems as a temporary phase of growth, but neglect or unsuccessful treatment can cause much unhappiness and may lead to future difficulties.

Probably no time in life presents so many doubts and indecisions as the teenage years. The problems of identity . . . "Who am I?" . . . and of self-esteem . . . "How do I rate?" . . . are crucial. 4-H experiences that help youth understand themselves and feel personal worth contribute much to a healthy personality.

Evidence of poor social adjustment among youth is found in the increase in venereal disease, use of alcohol and drugs, suicide, illegitimate pregnancy, juvenile crime, truancy, and school dropouts. Infectious syphilis and gonorrhea among all age groups have been steadily climbing. According to recent estimates, venereal disease infects more than 250,000 young persons (15 to 19) annually.

In 1963, suicide was the fourth highest cause of death among youth age 15-24. This is greater than for any other age group.

About 30 percent of the boys and girls who enter high school don't graduate. Two of the common reasons given by youth are dislike of school and financial problems. Early marriage and pregnancy cause a substantial number of girls to drop out. Teenage girls now account for 15 percent of births in and out of wedlock. The younger the married couple, the more likely a divorce.

#### ***What is the situation in your county?***

- Can you get facts on how many teenagers use alcohol, barbituates and other "sleeping pills", amphetamine or benzedrine (pep pills), tranquilizers, and other drugs?
- Do you know the number of school dropouts? What are the reasons?
- Are teachers, adult leaders of youth, and parents on the lookout for signs of emotional disturbance in child behavior?
- Are there health and guidance services for youth, with followup professional care?
- Are there opportunities for youth to gain a feeling of worth through volunteer service to others—in hospitals, day care centers, etc.?
- How is 4-H contributing to the mental and emotional health of youth?

### **HANDICAPS**

By 1970, 424,000 of our nation's children will have epilepsy; 436,000 will have cerebral palsy; 12,426,000 will have eye conditions which need specialist care; between 450,000 and 850,000 will have hearing impairments; 3,240,000 will have speech impairments; and 2,269,000 will have orthopedic handicaps. As of now, some 7,000,000 school-age children have moderate to severe emotional problems requiring some kind of mental health services. It is conditions such as these that are reflected in the rate of rejection for military service of males of draft age. But these health handicaps extend also to girls in the preschool and school-age years. By the time children enter school, for example, 90 to 95 percent of them need dental attention.

The average child, on entering school, has three decayed teeth.

The roots of many of these conditions, physical, mental and emotional, are in early infancy or childhood. It's important to discover and treat them as early as possible.

#### ***What is the situation in your county?***

- How many children are handicapped? How many with each kind of handicap?
- Are there areas of the county where these conditions are most prevalent?
- How many children have their vision tested by age 3?



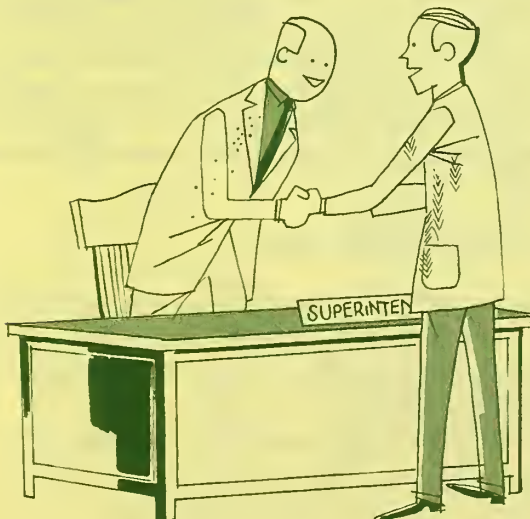
- Does the school health program include periodic vision and hearing tests?
- Is there followup to insure that those who need medical treatment get it?
- Is there a parent education program?
- Are the boys and girls in 4-H reaching out to handicapped children?

## ***Your Role in Program Development***

You are in a key spot. In Extension you can serve as a catalyst to bring together community leaders, professional health workers, and young people to identify the health needs of youth in your county and plan ways to meet them. Remember that health problems may be only symptoms of deeper social and economic disorders.

You should involve other professionals—you needn't know all the answers yourself. You'll use your skill in working with people—health workers and community leaders—to help them understand one another's viewpoints. Be familiar with the ways social change takes place in your county, and understand your role in the process.

Some counties are already far along in planning 4-H health programs—others may be only beginning. If your health program is well developed, some kind of health committee will already be at work. They will have surveyed local problems and resources, made recommendations, and started to carry out plans of action.



If your county has not yet done much in health, you will need to do the groundwork. Get acquainted with the county health officer, local physicians, school superintendent, and other professionals. Explore with them how 4-H can support their efforts in health education.

Talk with the officers of the Extension councils (adult and youth) about the need for 4-H health education work to be coordinated with school and other community groups. Explain the need to identify local health problems of youth as a basis for planning a sound health education program. Get their reactions.

## **THE HEALTH COMMITTEE**

Suggest that councils appoint a health committee. Be sure they include youth. Adults need their viewpoint, and youth can learn in the process. Committee members should represent the county geographically, and be especially interested in health. They must first decide, "What is our job?" Give them plenty of time to discuss this. It may take several meetings before everyone clearly understands what the job is. Invite people to help you plan; at each meeting ask different ones to keep notes on main decisions. This way you can build leadership.

Don't be upset if people all want to talk at once. Be sure to give the quiet ones an opportunity to talk at least once at the meeting. When everyone has the purpose clearly in mind, the group is ready to start discussing the local health needs of youth.

## **FIND THE NEEDS**

You may know their needs, but it will pay you to help the committee discover for themselves the answers to:

- What is the most serious health problem among our youth?
- What are the causes?
- How widespread is the problem?
- What is already being done?

*You can:*

- Bring in professional health workers as consultants to talk to the committee.
- Provide agency reports, census, and other sources of information for study.
- Help committees develop questionnaires, survey forms, etc., to gather the right kind of information.

## PLAN

In making a plan, the committee must answer for themselves:

- What can we do about the problem? This year? Long range?
- What further information do we need? Where and how will we get it?

*You can help the health committee:*

- Interpret facts they have found.
- Set realistic goals, so that they don't take on more than they can do well.
- Decide what segments of the population they want to reach, and best ways to do it.
- Work out what different organizations will do, including 4-H.
- Put the plan in writing. Keep it flexible!

Then discuss the plan with Extension councils, professional groups, and agencies concerned. This assures their understanding and support.

## ACTION

When the health committee puts the plan into operation, they still need your guidance. You can back them up:

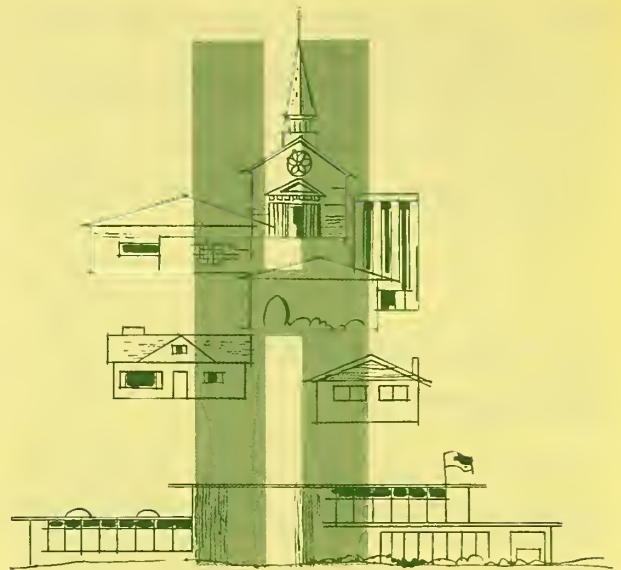
- Keep people informed about what is going on. Use TV, radio, newspapers, meetings, progress reports.
- Find and bring volunteer leaders together for training.
- Be a troubleshooter, encourage and praise.
- Help the committee measure results from time to time.

Your role is a vital one in helping your county develop a health education program for youth.

## *Your 4-H Club Leaders*

Your local 4-H leaders want and need help. You can't expect them to know everything about health. Even professionals find it hard to keep up in this big field.

Planning health programs with the leaders is a two-way exchange. They'll learn from you and you from them, but you must inspire them. They need to feel that health is important. Show them that health is basic for young people to reach personal goals and to



live a full life. Teach them how to build attitudes and motivate learning and action. Be specific.

One of the major questions the leaders will ask is how to help club members plan and carry out health programs, as a club and individually.

If the 4-H Club leader can create a warm and friendly climate, boys and girls may feel more free to talk about their personal and family health problems. You can help leaders learn to recognize when children need professional care.

Adding the "why" and "how" to the "what" makes health teaching come alive. It builds upon the youngster's naturally eager curiosity. It starts where he is—with how he feels about health, what he already knows, and what he is doing about it. Lasting value comes from helping boys and girls discover the facts for themselves and make their own decisions. This means that leaders need to know sources of information on health to guide them. Encourage them to get acquainted with local public health departments, physicians, dentists, hospitals, and the voluntary health organizations like the Red Cross and the Heart Association. Help leaders obtain teaching materials and help them meet resource people.

## THE LEADER'S JOB

Health must be someone's special concern in the 4-H Club. The job may be done by a junior and an adult leader working together or by a committee with a capable chairman.

A good 4-H health leader will help members:

- Care more about their health and see why it is important in reaching their personal goals.



- Learn habits and values that will contribute to good health throughout life.
- Understand that young people grow and develop differently.
- Select a personal health activity based on their interests and needs.
- Find facts for themselves.
- Learn about health careers.
- Select club health projects for the year, tied in with the major county health problems.
- Tell their 4-H health story through exhibits, radio, TV.

The health leader will also:

- Invite people to give short talks and demonstrations on health topics and careers (doctor, veterinarian, coach, dietitian, etc.).
- Arrange tours to study health workers in action.
- Help the Extension agent arrange for 4-H members to do volunteer work in hospitals, clinics, or volunteer health agencies such as tuberculosis, cancer, heart, Red Cross.

*Above all, the 4-H health leader should set a good example in his or her own health behavior.*

## Health in All 4-H Projects

Any 4-H project can teach health in some way.

For instance, the 4-H livestock member learns about animal feeding and nutrition. This is a natural bridge to help him understand that what he eats is important



to his health and growth. He also learns about animal diseases that affect man, sanitation practices, and safety in handling animals.

Nearly 800,000 boys and girls are enrolled for foods-nutrition projects. They learn how to select food for good nutrition, and learn proper cookery, storage, and food handling. Pep and popularity, so highly prized by teenagers, are related to nutrition and health.

The clothing project motivates good posture and good grooming. Proper dress affects the child's acceptance by the "gang", thus relates to healthy personality development.

Entomology includes safe handling of pesticides. Electrical projects point up the need for good lighting and safe equipment. Civil Defense encourages health training for survival—the 4-H member is taught the dangers of fallout and is motivated to take an interest in preparedness. In first aid and Medical Self-Help training programs, older 4-H'ers could be trained as teams and attached as auxiliaries to local fire, rescue, and Civil Defense units.

## Health in the Camping Program

The camp setting provides a receptive climate for healthful living. Camp offers many ready-made opportunities for teaching health in both pre-camp planning and in daily activities.

Are youth serving on your county camp planning committee? They should be. Boys and girls learn by





doing. They want to participate in real and meaningful ways. They could, for instance:

- Go with the sanitary engineer on his pre-camp inspection.
- Help plan camp menus.
- Help the camp nurse give first aid, keep records, maintain equipment and supplies.
- Make daily inspections for health and safety hazards.
- Help plan a health and safety instruction program.
- Record and study accidents in camp.

*Consolidated Camping Standards*, published by the American Camping Association, is a good guide to help you and the 4-H camp planning committee develop a health program in line with recommended standards.

## INSTRUCTION

The camp may not be the best setting for formal health instruction. But informal health teaching can be related to many activities. For example, campers can be taught:

- Proper food handling and dishwashing methods.
- First aid, including mouth-to-mouth resuscitation.
- Identification of poisonous plants and snakes, with first aid measures.
- Proper toothbrushing and dental care. A good dental health program, with examinations, X-rays, and instruction in dental hygiene, is highly motivating to campers and well-received by parents.

You can make a follow-up evaluation of such instruction.

## PHYSICAL FITNESS

The outdoor camp setting offers many ways to teach physical fitness. The schedule builds in activities requiring strenuous exercise, such as hikes, games, sports, and work projects.

Exercise alone does not guarantee physical and emotional health. Such things as immunizations, nutrition, correction of remediable defects, and good health habits are equally important to fit boys and girls for a full and productive life.

4-H campers might be encouraged to take self-administered tests of muscular performance. A local physical education teacher could direct the tests, answer questions, and help the boys and girls evaluate their own scores. Provision should be made for the youth who make low scores because of special physical problems. See page 14 for sources of information on how to give tests.

## PLEA FOR A FLEXIBLE SCHEDULE

The physical health of the campers and their emotional response to the camping experience can be affected by the daily schedule. It should provide plenty of time for meals, personal grooming, and sleep. It should be flexible enough to allow campers free time to enjoy their own pursuits at their own tempo. Such a relaxed atmosphere may unlock the door to self-discovery.

## Health Instruction

### SELECT CONTENT FOR AGE GROUP

At each stage of life there are special developmental problems to be solved. Failure to solve the problems or to meet emotional needs at that time may make it more difficult to handle the tasks of successive stages.

Learning takes place best when there is "readiness to learn." Thus, you and the leader need to understand the characteristics, interests, and needs of boys and girls at different stages. This will help you plan teaching that will be interesting and meaningful for them.

The list below suggests some of the learning experiences that pre-teens, early teens, and late teens are ready for. Since children vary widely in their individual development, the list is only a general guide.

#### *Pre-teens (9-12) are ready to:*

- Develop sense of pride in appearance and personal cleanliness.
- Understand importance of exercise to total fitness.
- Understand why preventive measures in health are important, including immunizations.
- Understand the importance of medical and dental examinations and corrections.
- Learn to enjoy some activities that include both boys and girls.
- Understand the relation of good food to growth, appearance and health.
- Learn how to adjust to and accept their friends.
- Learn to recognize and control their feelings.
- Know and practice safety rules in daily living.
- Recognize and accept their responsibility for safety of others.
- Learn to get along with their family.
- Understand and accept parents' guidance.



Appreciate their family and what it contributes to health and happiness.

***Early teens (12–14) are ready to:***

- Understand and accept personal responsibility for health and fitness.
- Understand the selection of adequate diet for personality and appearance.
- Learn to make decisions in an organized way.
- Understand how physical and social situations affect emotional health.
- Learn recreation skills.
- Cultivate friendships with both boys and girls.
- Grow in self understanding and self acceptance.
- Recognize the value of seeking guidance on personal problems.
- Recognize that privileges and responsibilities go hand in hand.
- Realize dangers in operating vehicles and power tools.
- Know basic first aid procedures.
- Learn to assume responsibility.
- Appreciate the importance of a happy family life.
- Know community health resources and people in health careers.

***Older teens (15–18) are ready to:***

- Realize the importance of good health to career success and personal goals.
- Evaluate sources of health information, products, and health care services.
- Learn to plan for the food nutrients essential to good health.
- Practice safe and courteous driving.
- Develop competencies in caring for sick and injured.
- Develop self-discipline and direction toward personal goals.
- Understand that fears, anxieties, frustrations need to be faced and resolved in acceptable ways.
- Learn to value and respect differences in people and be sensitive to their needs, attitudes, and practices.
- Appreciate the value of a stable home for sound mental health.
- Understand boy-girl relationships.
- Appreciate good health in preparation for marriage.
- Study the health situation in the county.
- Become acquainted with opportunities for health careers.
- Know what the health department and health agencies do for the community.

## REACHING YOUTH FROM LOW-INCOME FAMILIES

Poverty and ill health go hand-in-hand. It's probably safe to say that 10 percent of the people have 50 percent of the health problems. These are mostly in the lower socioeconomic group.

At least 4 million rural boys and girls live in impoverished families. Rural children get a third less medical care than city children.

Children of the rural poor often live in substandard houses. One-fourth of all farm homes have no running water. Poor people have poor diets. Many feel sick most of the time. More than half of these children have not been to a dentist by age 14.

In 4-H, we have always had children from low-income homes. Now we are challenged to step up this work. Do your 4-H Club members welcome boys and girls from low-income families into their clubs? They and their leaders should have some good ideas on how to reach these boys and girls and get more of them to join.

Interest in the health of children often opens channels to their parents. To be effective, you must have sincere respect for these families and their problems. Working with them requires more individual attention, since they do not readily join groups. Demonstrations are important.

You are busy. You must rely to a great extent on volunteer adult and junior leaders to make direct contacts with disadvantaged youth. Fortify volunteer leaders with attitudes of wanting to help, and with training in how to work. "Key" leaders or *paid aides* may be a link between you and the volunteer leaders who will make contact with these boys and girls and their families.

Can you find aides within the ranks of the poor and train them to help their neighbors? These people know the real concerns of these families and talk the same language.

Tailor your subject matter and approach to fit these special audiences.





## Teaching Aids

You can get information on all these topics from your county and state health departments and the American Medical Association, 535 North Dearborn Street, Chicago, Ill. 60610. Be sure to check with your local librarian for other sources. Following are special references.

### SAFETY AND FIRST AID

*Accident Facts.* The National Safety Council, 425 North Michigan Avenue, Chicago, Ill. 60611. \$2.40.

*American Red Cross First Aid Textbook.* American Red Cross, 2025 E Street NW., Washington, D.C. 20006.

*First Aid Manual.* Department of Health Education, American Medical Association, 535 North Dearborn Street, Chicago, Ill. 60610. 25 cents.

*How to be a Good Teenage Driver.* Health and Welfare Division, Metropolitan Life Insurance Co., 1 Madison Avenue, New York, N.Y. 10038.

*Accidental Poisoning in the Home.* (29 color slides with script.) Available on loan from Communications Division, American Pharmaceutical Association, 2215 Constitution Avenue NW., Washington, D.C. 20037.

### NUTRITION

*Teaching Nutrition* (2d ed.). Eppright, Pattison, and Barbour, Iowa State University Press, Ames, Iowa 50012. 1963. (Excellent for Extension agent and leaders. Contains latest facts and methods.)

*Nutrition Science and You.* Mickelson, Vistas of Science 10, National Science Teachers Association, 1201 16th Street

NW., Washington, D.C. 20005. 50 cents. (For adults and older youth. Covers problems of obesity, hunger, selecting diet, and dental caries.)

*How Your Body Uses Food.* National Dairy Council, 111 No. Canal St., Chicago, Ill. 60606. 25 cents.

*Personality Plus Through Diet.* The Nutrition Foundation, Inc. Public Affairs Pamphlet, 381 Park Avenue South, New York, N.Y. 10016.

*Food Choices: The Teen-Age Girl. Obesity. Your Diet: Health is in Balance.* The Nutrition Foundation, Inc., 99 Park Ave., New York, N.Y. 10016.

*Improving Teenage Nutrition,* 1963. Spindler and Kelley, PA-599, Federal Extension Service. Order from Government Printing Office, Washington, D.C. 20402. 10 cents. (Points up teenage diet deficiencies. Ideas for motivating teenagers.)

### DENTAL HEALTH

*Dental Health Education.* Frances Stoll; Lea and Febiger; Philadelphia, Pa., 1960. \$5.50.

The following may be obtained from the American Dental Association, 222 East Superior Street, Chicago, Ill. 60611:

*Dental Health Facts for Teachers.* 20 cents.

*Fluoridation Facts—(Answers to Criticisms of Fluoridation).* 15 cents.

### SMOKING AND USE OF ALCOHOL

*Smoking, Health, and You.* Children's Bureau Publication No. 424. Supt. of Documents, U.S. Government Printing Office, Washington, D.C. 20402. 15 cents.

*How Teens Set the Stage for Alcoholism.* Block and Hein,

American Medical Association, 535 North Dearborn Street, Chicago, Ill. 60610. 10 cents. (For leaders)

*Your Teenage Children and Smoking.* Children's Bureau Publication No. 423. 1964. U.S. Government Printing Office, Washington, D.C. 20402. 15 cents.

*Smoking and Health—Summary of the Report of the Advisory Committee to the Surgeon General.* U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

### FILMSTRIPS

*I'll Choose the High Road.* American Cancer Society, your local chapter. 1963. (Excellent for boys and girls age 10 years and up. Points out the health hazards of cigarette smoking and why.)

*To Smoke or Not to Smoke.* 35 mm., sound, color, filmstrip with record, 15 minutes, American Cancer Society, your local chapter. (Excellent for youth. Presents research showing the relationship between smoking and lung cancer and the effect of cigarette smoking on the lungs.)

*The Real You.* National Livestock and Meat Board, 363 Wabash Ave., Chicago, Ill. 60603.

### GROWTH AND DEVELOPMENT

*As Others See Us.* Report of the Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association, 1959. American Medical Association, 535 North Dearborn Street, Chicago, Ill. 60610. 25 cents. (For leaders in helping boys and girls adjust to some of the common health problems in growing up.)

*Childhood and Adolescence—A Psychology of the Growing Person.* L. Joseph Stone and Joseph Church, 1957, illustrated, \$8.50; text edition, \$5.95. Random House, Inc., 457 Madison Avenue, New York, N.Y., 10022.

*The Adolescent in Your Family.* Revised 1955. Children's Bureau Publication No. 347. U.S. Department of Health, Education, and Welfare, Social Security Administration. Order from Government Printing Office, Washington, D.C. 20402. 25 cents.

*Today's Teen-Agers.* Evelyn M. Duvall, 1966, \$4.95. Association Press, 291 Broadway, New York, N.Y. 10007.

*Sex in the Adolescent Years; New Directions in Guiding and Teaching Youth.* Isadore Rubin and Lester A. Kirkendall, \$4.95. Association Press, 291 Broadway, New York, N.Y. 10007.

### PHYSICAL FITNESS

*Physical Fitness* (leaflet). American Medical Association, 535 North Dearborn Street, Chicago, Ill. 60610. 1964. 10 cents.

*A Boy and His Physique. A Girl and Her Figure.* National Dairy Council, 111 No. Canal St., Chicago, Ill. 60606. 15 cents and 20 cents, respectively.

*Vigor*, a complete exercise plan for boys 12 to 18 years, and *Vim*, a complete exercise plan for girls 12 to 18 years. Both by President's Council on Physical Fitness. U.S. Government Printing Office, Washington, D.C. 20402. 25 cents each.

*Youth Physical Fitness—Suggested Elements of a School-Centered Program, Parts I and II,* President's Council on Physical Fitness. U.S. Government Printing Office, Washington, D.C.

20402. 40 cents. (Tells how to administer physical fitness tests.)

### FILMS

*Hold High The Torch*—16 mm., sound, color, 27 minutes. (Story of United States Olympic champions and nutrition.)

*The Time Of Our Lives*—16 mm., sound, color, 28 minutes. (Shows how daily exercise, proper nutrition, and rest are necessary for health.)

Both the above films are available from American Dairy Association, 20 North Wacker Drive, Chicago, Ill. 60606.

### COMMUNITY HEALTH

*Community Health and Community Welfare.* National 4-H Service Committee, 59 East Van Buren St., Chicago, Ill. 60605. (Two new 8-page leaflets, including basic subject information and suggested activities for members and clubs.)

*Community Health Services—The Case of the Missing Mileposts.* Berwyn Mattison and T. Lefoy Richman. Public Affairs Pamphlet No. 180-S., 1962. Public Affairs pamphlets, 381 Park Avenue South, New York, N.Y. 10016. Small 20-page bulletin. 25 cents.

*Health In A Changing Rural Environment—A Look Ahead.* Council on Rural Health, American Medical Association, 535 N. Dearborn St., Chicago, Ill. 60610. 10-page leaflet.

### HEALTH CAREERS

*Where To Get Health Career Information.* National Health Council, 1790 Broadway, New York, N.Y. 10019. (Leaflet gives addresses to write to for information on each health career.)

### GENERAL TEACHING AIDS

*Films*—Public Health Service Audio Visual Center, Communicable Disease Center, Atlanta, Georgia.

*Publications*—Office of Public Inquiries, Public Health Service, U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

### FOR MORE INFORMATION

The Children's Bureau; U.S. Department of Health, Education, and Welfare, Washington, D.C. 20201.

The Child Study Association of America, 9 East 89th Street, New York, N.Y. 10028.

The National Association for Mental Health, 10 Columbus Circle, New York, N.Y. 10019.

American Social Health Association, 1790 Broadway, New York, N.Y. 10019.

National Institute of Child Health and Development, Bethesda, Md. 20014.

National Education Association, 1201 16th Street NW., Washington, D.C. 20036.

American Association for Health, Physical Education, and Recreation (A Department of National Education Association), 1201 Sixteenth St. NW., Washington, D.C. 20036.

National Dairy Council, 111 North Canal Street, Chicago, Ill. 60606.

American Medical Association, 535 North Dearborn St., Chicago, Ill. 60610.

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